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ABSTRACT

A Delphi survey was conducted with the professional media staff in: (1) state educational agencies, (2) territories, (3) the District of Columbia, and (4) the U.S. Office of Education. Survey questions were designed to set organization goals, to plan program activities, and to organize the trends facing the supervisors. Only 19 questionnaires were returned. However, these forms listed over 150 possible items used in two subsequent mailings. The third round questionnaires identified five goal statements and five trends. The library/media goals involved evaluation, research and responsibility, resources, and strategies to help government officials understand the role of media. The trends involved staffing, preservice and inservice education, coordination, emphasis on library/media programs, and administrator apathy. (WCM)

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WHAT ARE WE ABOUT!

As stated in the "Remarks from the President" in the November, 1973 issue of Scribblings, "We have made the decision to become a leadership organization and this requires the involvement of all individuals." The Board decided at the Midwinter (January, 1974) meeting to get the membership involved in determining the goals of the organization and the trends which will be affecting our present organization and membership.

It was felt that the best way of providing an opportunity for input from the total membership was to use the Delphi technique. There are three basic steps involved in reaching consensus through employing this method of inquiry.

1. Participants react to a series of questions presented to them.
2. First round responses are tabulated, then responses with common elements are grouped for second round query. The second questionnaires were then mailed to participants.
3. Respondents rank items in priority as to their opinions of what is being asked.

The virtues of the Delphi are many. It utilizes the responses of the specialists being consulted. It assures flexibility in that a

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respondent may change his or her mind to record that change in later questionnaires. Perhaps the Delphi technique's prime virtue is the controlled feedback it provides to other experts' responses with complete anonymity, thus minimizing personal influence in the decision making process.

The population for this study would be the professional media staff in each of the following:

1. State Educational Agencies
2. Territories
3. District of Columbia
4. U.S. Office of Education

The first questionnaire would be mailed to the Director in each of the above four. Several copies of the questions along with a sheet requesting the name and mailing address of each respondent will be included. This would provide the mailing lists for the subsequent two rounds.

It was decided that four questions would be asked in the initial questionnaire. They are:

Question 1 -- List all the goals which you feel the State School Library/Media Supervisors Association should be addressing itself to.

Question 2 -- Place each of your goal statements listed in Question 1, under one of the following headings, according to where you believe your goals best fit.

Program Concerns Organizational Directions Professional Directions

Question 3 -- List the focus or direction you believe our present organization and membership should be taking.

Question 4 -- List in order of importance (most important first) five or more issues which you believe to be crucial to State School Media Supervisors today.

Deadlines for returning the responses were established. The success of the Delphi technique depends on immediate responses. A week's grace period was allowed before the responses were tabulated and prepared for the next round.

The questions were designed in such a way that the participants were given an opportunity in setting the goals of the organization (Question 1), possible program planning activities (Questions 2 and 3), and trends or issues which are facing State School Media Supervisors (Question 4). The returns on the first round were not extremely encouraging. Only 19 questionnaires were returned; however, these forms listed over 150

possible items in each of the two questions to be used in the next two mailings. Each response was typed on a separate card; these were then arranged according to their similarities and unlike items were removed. A list was prepared for Questions 1 and 4 from phase one and 42 items and 41 items respectively were mailed.

In Question 1 (42 possibilities) the respondents were asked to indicate the degree to which they felt that each goal statement was desirable for the Association to consider in future planning activities. Each participant was asked in Question 4 (41 possibilities) to circle their selection of trends which will, or is, affecting the performance of State Agency Media Supervisory personnel. Upon return of the questionnaires, those items which were marked by more than half of the participants were included in the next step.

During the third round each participant was asked to circle the numbers of five goal statements (42 possibilities) and five trends (40 possibilities). These were then tabulated and provide the following statements. These were presented to the membership attending the New York Conference meetings. They are:

Goals

1. To provide direction in evaluating media programs.
2. To promote, encourage, and cooperate in research related to the improvement of school library/media programs, and collection and analysis of statistics on scope and quality of school library/media programs.
3. To cooperate with the Council of Chief State School Officers in re-defining the State's responsibility for school media center programs.
4. To facilitate the role of media/library resources in the total instructional picture, not as an "add on feature," but an integral part of the learning endeavor.
5. To develop strategies that would help State, local and Federal officials to understand the role of media in supporting school curricula.

Trends

1. The need for adequate staffing (Professional and Para-professional) on both the State and local levels.
2. Preservice and inservice education of teachers, school administrators, and decision makers in education on use of media in instructional programs.
3. Coordination with other State department units in planning, assessment of need, program development, and evaluation.
4. Emphasis on library/media program -- articulated, developed, implemented, and coordinated with the instructional program at each level (K-12).

5. Administrators' apathy toward the need for trained and dedicated personnel as key people on the instructional staff.

I would be first to recognize that this was not the most scientific investigation ever conducted. The groupings were weak in spots which lead to confusion. Some of the possible alternatives received lower scores than they should have because the membership was not clear of what was occurring in some areas. However, the goal and trend statements are revealing and challenging directions for the Association to take. Questions 2 and 3 should provide information regarding program activities for future meetings.

It appears that this information should be most helpful in establishing goals, objectives, trends, and activities for the new Association, which will be representing SSL/MS and ACSSAVO. Questions 2 and 3 have already been turned over to Mary Stuart Mason. If anyone desires to investigate further, I have all the responses to Questions 1 and 4 in the three rounds.

The Board of Directors, and especially myself, want to express our appreciation to all who participated in responding to this Delphi study.

Without each of you giving of your time, this study would not have been possible. We hope that future programming can now better reflect your desires and needs.

ROUND 1

Question 1.

List all the goals which you feel the State School Library/Media Supervisors Association should be addressing itself to.

Question 2.

Place each of your goal statements listed in Question 1, under one of the following headings, according to where you believe your goals best fit.

Program Concerns	Organizational Directions	Professional Directions

Question 3.

List the focus or direction you believe our present organization and membership should be taking.

Question 4.

List in order of importance (most important first) five or more issues which you believe to be crucial to State School Media Supervisors today.

Round 2

QUESTION 1

The following goal statements reflect directions which the Association should consider in planning future activities. Please circle the number on the following scales which indicates the degree to which you feel the goal is desirable.

1 Highly desirable
2 Desirable
3 Average desirability
4 Low desirability
5 Not applicable

1. To provide direction in methods of evaluating media programs. 1 2 3 4 5

2. To assist in the development of uniform procedures for compiling statistics for the states. 1 2 3 4 5

3. To communicate and apply significant research findings in the media field to the education community. 1 2 3 4 5

4. To promote, encourage, and cooperate in research related to improvement of school library/media programs, and collection and analysis of statistics on scope and quality of school library/media programs. 1 2 3 4 5

5. To identify needed areas of research relating to media and media services in elementary and secondary education, and to suggest the conduct of such research to appropriate institutions or individuals. 1 2 3 4 5

6. To further study certification of media personnel. 1 2 3 4 5

7. To provide input into accreditation of media programs in colleges and universities. 1 2 3 4 5

8. To assist in developing programs of school library/media education in institutions of higher education. 1 2 3 4 5

QUESTION 1 (continued)

9. To study feasibility of having iniformity or reciprocal agreements between State Departments of Education for certification purposes. 1 2 3 4 5

10. To provide opportunities to exchange information about State-level activities and projects, designed to promote media programs and services on the various states. 1 2 3 4 5

11. To provide for exchange and interaction of ideas affecting State personnel. 1 2 3 4 5

12. To prepare publications--each issue of the SSL/MS Scribblings could be devoted to a live issue (rather than just a news organ). 1 2 3 4 5

13. To cooperate with the Council of Chief State School Officers in redefining the State's responsibility for school media center programs. 1 2 3 4 5

14. To work toward the merger of ACSSAVO and SSL/MS in a realistic way. 1 2 3 4 5

15. To develop and improve methods of communications between and/or among members of the group. 1 2 3 4 5

16. To facilitate opportunities for communication among various component organizations dealing with media/library and TV and develop productive relationships within these, and a closer look at overlapping purposes. 1 2 3 4 5

17. To cooperate with and understand all facets of ALA with a goal toward strengthening the entire association. 1 2 3 4 5

18. To create a positive climate for cooperation and coordination with AASL and other professional organizations. 1 2 3 4 5

QUESTION 1 (continued)

19. To consolidate, wherever possible, national organizations (SSL/MSA, ACSSAVO, ALA, AECT) with state and local counterparts into units recognizing the worth and need of all instructional media. 1 2 3 4 5

20. To provide for communications
    a. Among ourselves, i.e., members of SSL/MS
    b. Between SSL/MS and U.S.O.E.
    c. Between SSL/MS and Chief State School Officers
    d. Between SSL/MS and ALA/NEA 1 2 3 4 5

21. To interpret the function and significance of State school library/media programs. 1 2 3 4 5

22. To assist in development of policies, principles, and standards for State school library/media leadership. 1 2 3 4 5

23. To facilitate emphasis on community relationships and to publicize the strength and importance of the good media program for the growth of each child, and this will give impetus to equal opportunity efforts also. 1 2 3 4 5

24. To effect cooperative programs involving school library/media programs and other relevant educational groups. 1 2 3 4 5

25. To facilitate the role of media/library resources in the total instructional picture, not as an "add on feature," but an integral part of the learning endeavor. 1 2 3 4 5

26. To continue to urge the elimination of traditional concepts that have separated library and audiovisual services into competitive camps each tending to minimize the importance of the other to the detriment and confusion of the student/teacher seeking to keep up with the expansion of knowledge. 1 2 3 4 5

27. To assist in the improvement of school media program at the local, district, and State levels. 1 2 3 4 5

28. To continue to gather information concerning relationship of School Media Centers to:

    a. Teacher education
    b. Certification
    c. Standards
    d. Curriculum
    e. School plant
    f. Research
    g. Evaluation of schools
    h. Media education 1 2 3 4 5

29. To investigate ways of involving as many SSL/MS as possible in the organization's activities. 1 2 3 4 5

30. To promote the need for adequate financial support for school media centers and other instructional materials. 1 2 3 4 5

31. To suggest, support, and promote Federal and State legislation that affect school media center programs. 1 2 3 4 5

32. To seek funds from a foundation or organization to hold a national conference on Supervision--State, local (urban and rural) districts and professors of library supervision. 1 2 3 4 5

33. To stimulate the development of films and other media on careers in media services. 1 2 3 4 5

34. To develop strategies that would help State, local, and Federal officials to understand the role of media in supporting school curriculums. 1 2 3 4 5

35. To plan and seek funds for demonstrations and projects for such needed areas as:
    a. Professional development of State and local school media personnel.
    b. Models of integration of media services with total educational programs in State departments of education. 1 2 3 4 5

QUESTION 1 (continued)

36. To develop and disseminate inservice training packages for use by States with local school personnel. 1 2 3 4 5

37. To provide leadership for the School Media profession. 1 2 3 4 5

38. To provide an opportunity for fellowship and an exchange of ideas among persons in similar positions. 1 2 3 4 5

39. To stress adequate personnel training with emphasis on inservice learning and the newest strategies and managerial techniques at all levels. 1 2 3 4 5

40. To inform State library/media personnel about current, and future trends in the library/media field. 1 2 3 4 5

41. To arrange inservice activities for SSL/MS members to keep them informed on cureent developments in school curriculum offerings and on the changing and increasing demands for media programs and services because of changing instructional patterns. 1 2 3 4 5

42. To seek a revision of the booklet entitled, Responsibilities of State Departments of Education for School Library Service (formulated in 1961) to further clarify, update, and strengthen the role of the supervisor. 1 2 3 4 5

QUESTION 4

Please circle your selection according to the following scale:

1 High Priority (Trend which will or is affecting the performance of State Agency Media Supervisory Personnel)
2 Priority
3 Development which may affect State Agency Media Supervisory Personnel
4 Low Priority
5 Does Not Apply

1.	The need for adequate staffing (Professional and Paraprofessional)--on both the State and local levels.	1 2 3 4 5
2.	Integration of Technology into library/media programs and school curriculums.	1 2 3 4 5
3.	The role of media supervisory personnel in the various State Departments of Education both from the standpoint of adequacy and status in the organizational hierarchy.	1 2 3 4 5
4.	Media as an integral part of the ongoing school program and curriculum with systemized management.	1 2 3 4 5
5.	Preservice and inservice education of teachers, school administrators, and decision makers in education on use of media in instructional programs.	1 2 3 4 5
6.	Lack of adequate facilities in many of the schools--this hampers the program, especially in the elementary schools.	1 2 3 4 5
7.	Emphasis in teacher education on methodology and experience with all forms of media.	1 2 3 4 5
8.	Coordination with other State department units in planning, assessment of need, program development, and evaluation.	1 2 3 4 5
9.	The need for methods of two-way communication with school personnel.	1 2 3 4 5
10.	Emphasis on library/media programs--articulated, developed, implemented, and coordinated with the instructional program at each level (K-12).	1 2 3 4 5

QUESTION 4 (continued)

11.	Development of the media center concept at the local level.	1	2	3	4	5
12.	Administrators' apathy toward the need for trained and dedicated personnel as key people on the instructional staff.	1	2	3	4	5
13.	Proliferation of patterns for school media services which do a disservice to children and teachers in public and private elementary and secondary schools.	1	2	3	4	5
14.	Continuous inservice workshops for teachers so that they become knowledgeable and adept in using all forms of media in their teaching.	1	2	3	4	5
15.	Materials Selection Policies which are adopted by local Boards of Education in each school district. Policies which include procedures for handling objections to materials.	1	2	3	4	5
16.	A national publicity campaign to educate parents and patrons of the schools to the successful and important role media provides for the children of this country.	1	2	3	4	5
17.	Effective utilization of media by teachers in planning students' instructional programs.	1	2	3	4	5
18.	Upgrading of media personnel, making them co-equal to teaching staff personnel.	1	2	3	4	5
19.	Continuous inservice programs and opportunities for librarians and audiovisual staff members so that they can interact, become acquainted with and accept the concept of unified media collections and services.	1	2	3	4	5
20.	Decentralization of State and local media supervision.	1	2	3	4	5
21.	Sufficient support (paraprofessional, clerical or technical) personnel to allow professional media specialists time to work with students and teachers.	1	2	3	4	5
22.	Preservice and inservice education of library/media specialists.	1	2	3	4	5

QUESTION 4 (continued)

23. Promotion of the unified media concept with school principals and other educators. Who has failed--the concept or personnel?	1	2	3	4	5
24. Keeping abreast of technology to better prescribe equipment and materials to get the educational job done.	1	2	3	4	5
25. Articulating the need for diversified staffing and adequate staffing at the local district and State levels.	1	2	3	4	5
26. The non-involvement of the school media supervisors in curriculum planning in some states.	1	2	3	4	5
27. Research function in light of evaluation needs.	1	2	3	4	5
28. Accreditation of unified media programs in colleges and universities.	1	2	3	4	5
29. Mushrooming of "resource centers" that are independent of school media centers.	1	2	3	4	5
30. Lowering of certification requirements in many States for school media specialists.	1	2	3	4	5
31. Use of performance rating in certification of media personnel.	1	2	3	4	5
32. Inadequate knowledge of management skills.	1	2	3	4	5
33. Cooperation of school and public library systems and various organizations relating to these.	1	2	3	4	5
34. Trend toward non-categorical budgeting of educational funds mandates a new kind of planning for media specialists.	1	2	3	4	5
35. Trend to shift media supervision at State level to subject specialists and making the consultants generalists in the process.	1	2	3	4	5

QUESTION 4 (continued)

36.	The high cost of materials.	1	2	3	4	5
37.	State support of school media program and staff at the State level.	1	2	3	4	5
38.	Funding and adequate financing of programs.	1	2	3	4	5
39.	Elimination of continual concerns for funding of vital media programs.	1	2	3	4	5
40.	Increase in local funding for school media centers.	1	2	3	4	5
41.	Lack of research which will support value of media programs.	1	2	3	4	5

Round 3

QUESTION 1

The following goal statements were indicated as being highly desirable for consideration in planning future activities of the association by half of the persons responding to the second questionnaire. The number preceding the statement is the previous questionnaire's placement.

Please circle the numbers of the five (5) goal statements from the following items you feel are the most important issues for this Association to address itself to.

1. To provide direction in methods of evaluating media programs.

2. To assist in the development of uniform procedures for compiling statistics for the states.

3. To communicate and apply significant research findings in the media field to the education community.

4. To promote, encourage, and cooperate in research related to improvement of school library/media programs, and collection and analysis of statistics on scope and quality of school library/media programs.

5. To identify needed areas of research relating to media and media services in elementary and secondary education, and to suggest the conduct of such research to appropriate institutions or individuals.

7. To provide input into accreditation of media programs in colleges and universities.

9. To study feasibility of having uniformity or reciprocal agreements between State Departments of Education for certification purposes.

13. To cooperate with the Council of Chief State School Officers in redefining the State's responsibility for school media center programs.

21. To interpret the function and significance of State school library/media programs.

22. To assist in development of policies, principles, and standards for State school library/media leadership.

25. To facilitate the role of media/library resources in the total instructional picture, not as an "add on feature," but an integral part of the learning endeavor.

26. To continue to urge the elimination of traditional concepts that have separated library and audiovisual services into competitive camps each tending to minimize the importance of the other to the detriment and confusion of the student/teacher seeking to keep up with the expansion of knowledge.

27. To assist in the improvement of school media program at the local, district, and State levels.

28. To continue to gather information concerning relationship of School Media Centers to:

    a. Teacher education
    b. Certification
    c. Standards
    d. Curriculum
    e. School plant
    f. Research
    g. Evaluation of Schools
    h. Media education

30. To promote the need for adequate financial support for school media centers and other instructional materials.

31. To suggest, support, and promote Federal and State legislation that affect school media center programs.

34. To develop strategies that would help State, local and Federal officials to understand the role of media in supporting school curriculums.

37. To provide leadership for the School Media profession.

40. To inform State library/media personnel about current, and future trends in the library/media field.

42. To seek a revision of the booklet entitled, Responsibilities of State Departments of Education for School Library Service (formulated in 1961) to further clarify, update, and strengthen the role of the supervisor.

Question 4

The following trends were indicated as trends which will or are affecting the performance of State Agency Media Supervisory Personnel by half of the persons responding to the second questionnaire. The number preceding the trend statement is the previous questionnaire's placement.

Please circle the numbers of the five (5) trends from the following list you feel are most affecting the performance of State Agency Media Supervisory Personnel.

1. The need for adequate staffing (Professional and Paraprofessional)--on both the State and local levels.

2. Integration of Technology into library/media programs and school curriculums.

4. Media as an integral part of the ongoing school program and curriculum with systemized management.

5. Preservice and inservice education of teachers, school administrators, and decision makers in education on use of media in instructional programs.

7. Emphasis in teacher education on methodology and experience with all forms of media.

8. Coordination with other State department units in planning, assessment of need, program development, and evaluation.

10. Emphasis on library/media program--articulated, developed, implemented, and coordinated with the instructional program at each level (K-12).

11. Development of the media center concept at the local level.

12. Administrators' apathy toward the need for trained and dedicated personnel as key people on the instructional staff.

17. Effective utilization of media by teachers in planning students' instructional programs.

18. Upgrading of media personnel, making them co-equal to teaching staff personnel.

21. Sufficient support (paraprofessional, clerical or technical) personnel to allow professional media specialists time to work with students and teachers.

22. Preservice and inservice education of library/media specialists.

23. Promotion of the unified media concept with school principals and other educators. Who has failed--the concept or personnel?

34. Trend toward non-categorical budgeting of educational funds mandates a new kind of planning for media specialists.

37. State support of school media program and staff at the State level.

38. Funding and adequate financing of programs.

39. Elimination of continual concerns for funding of vital media programs.

40. Increase in local funding for school media centers.